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THE AGRICULTURAL STUDENT, A RESTUDY OF STUDENTS WHO ENROLLED AS FRESHMEN, FALL, 1960, IN THE COLLEGE OF AGRICULTURE, UNIVERSITY OF CALIFORNIA, DAVIS.

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OF 196 COLLEGE FRESHMEN STUDIED IN 1960, 147 WERE INCLUDED IN A RESTUDY TO--(1) DETERMINE IF COMMITMENT TO THE COLLEGE OF AGRICULTURE AND OTHER STUDENT CHARACTERISTICS ARE RELATED TO CONTINUATION IN AGRICULTURE, CHANGES IN MAJOR, SCHOLASTIC RECORD, OR WITHDRAWAL FROM COLLEGE, (2) DETERMINE PRESENT STATUS OF 1960 FRESHMEN, AND (3) COMPARE STUDENTS STILL ENROLLED IN AGRICULTURE WITH THOSE NO LONGER ATTENDING. COMMITTED STUDENTS WERE IDENTIFIED IN 1960 BY THEIR NEGATIVE RESPONSE TO THE QUESTION, "WHEN YOU WERE THINKING ABOUT GOING TO COLLEGE DID YOU SERIOUSLY CONSIDER ANY KIND OF SCHOOL OR COLLEGE DIVISION OTHER THAN A COLLEGE OF AGRICULTURE." SEPARATE QUESTIONNAIRES WERE ADMINISTERED TO THOSE STILL IN AGRICULTURE AT DAVIS AND THOSE WHO WERE NO LONGER AT DAVIS. COMMITTED STUDENTS WERE MORE LIKELY TO REMAIN IN AGRICULTURE, LESS LIKELY TO TRANSFER TO ANOTHER COLLEGE, AND LESS LIKELY TO WITHDRAW THAN THE UNCOMMITTED STUDENTS WHO, AS A GROUP, HAD HIGHER VERBAL AND MATHEMATICAL ABILITY SCORES. THOUGH THOSE WHO WITHDREW HAD LOWER GRADES AND VERBAL AND MATHEMATICAL ABILITY SCORES, ONLY ONE-FOURTH OF THOSE WITHDRAWING DID SO BECAUSE OF LOW SCHOLARSHIP. MOST OF THOSE WHO HAD WITHDRAWN ENROLLED IN ANOTHER INSTITUTION. AGRICULTURAL STUDENTS, WHEN COMPARED TO NONAGRICULTURAL STUDENTS, HAD LOWER VERBAL AND MATHEMATICAL ABILITY SCORES, BUT HIGHER GRADES. (JM)

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THE AGRICULTURAL STUDENT

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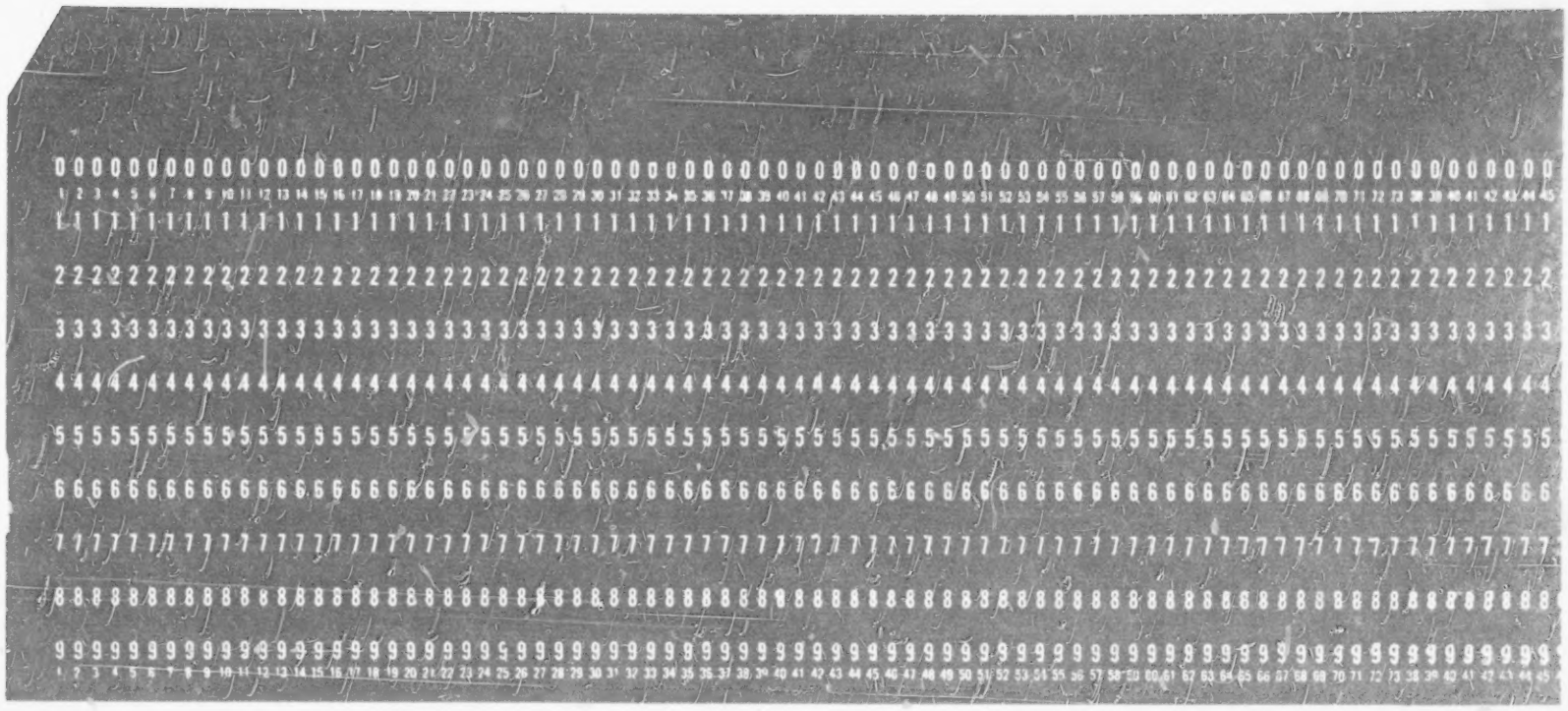

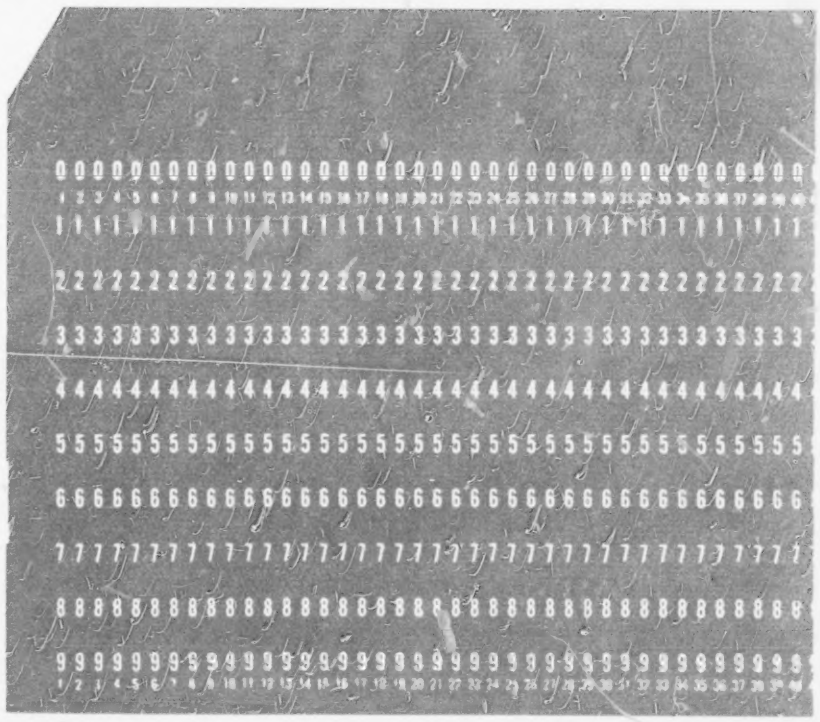

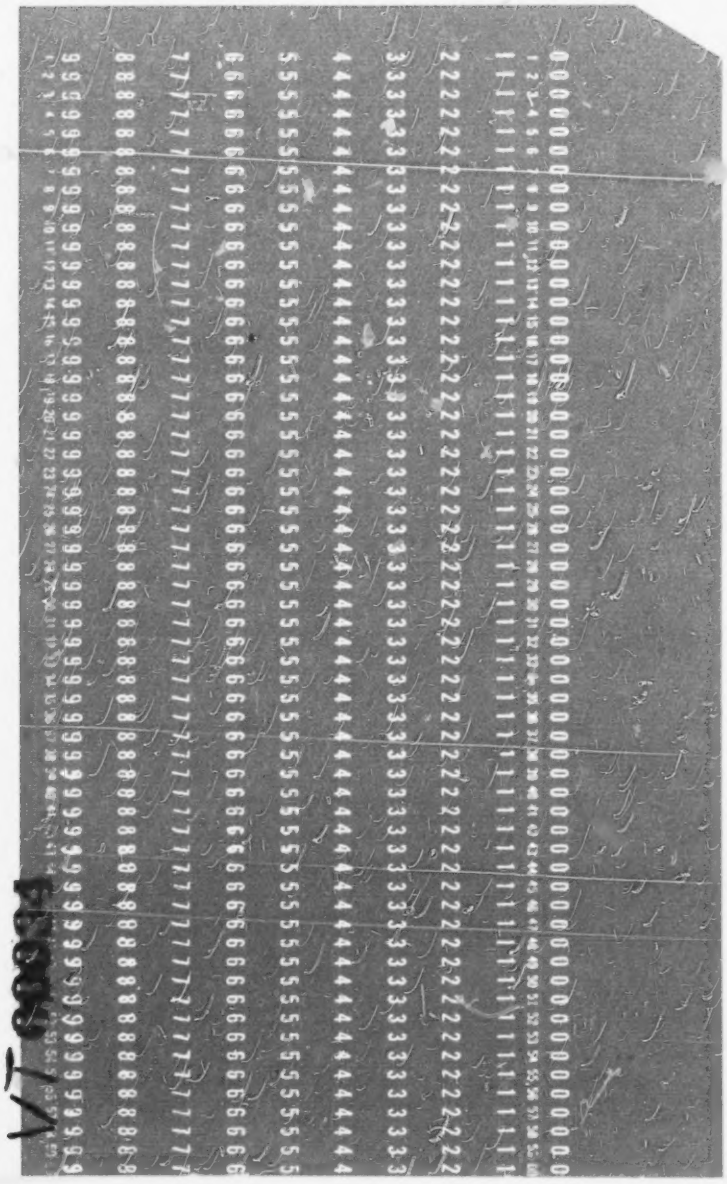

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THE AGRICULTURAL STUDENT

A restudy of students who enrolled as freshmen, fall, 1960, in the College of Agriculture, University of California, Davis

1964

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Table of Contents

		PAGE
Title Page		i
Table of Contents		ii
List of Tables		iii
Chapter		
I.	Need for the Study	1
II.	CHARACTERISTICS and Status of Original Sample	3
	A. Committed vs Uncommitted Students.	4
	B. Academic Achievement.	5
	C. Academic Plans.	8
	D. Educational Level of Parents.	9
	E. Students Who Withdrew.	10
III.	Three Years Later--A Comparison of Findings.	14
	A. Personal Life of Students.	14
	B. Academic Interests.	17
	C. Social Factors.	22
	D. Future Plans	27
IV.	Evaluation of Experience at Davis.	31
	A. Students Still at Davis	31
	B. Students No Longer at Davis	32
V.	Summary	34
VI.	Conclusions.	38
VII.	Recommendations	40
APPENDIX A. . . Survey Forms		41
APPENDIX B. . . Survey Forms		57

List of Tables

Table		Page
I.	Present Status of 196 Students in Original Study in 1960	4
II.	Grades and College Aptitude Scores of Students Who Enrolled in 1960 and Are Still at Davis, Fall, 1963.	6
III.	Comparison of Grades and Aptitude Scores of Original Sample and the Group Who Are Still Enrolled at the University of California, Davis.	7
IV.	Changes of Status of Students in Original Study	8
V.	Educational Level of Fathers of Students Enrolled at Davis	9
VI.	Information on Students Who Withdrew from Davis	10
VII.	Comparison of Educational Goals of Students in Original Group with Freshmen Entering Davis, 1963	18
VIII.	Change in Importance of Occupational Values During College	19
IX.	Comparison of Self-Ratings on Certain Interests and Abilities.	21
X.	Comparison of Fathers' Occupations and Occupational Plans of Students in the Restudy Group	22
XI.	Comparison of General Fields of Fathers' Work with Those Selected by Students in the Restudy Group.	23
XII.	Comparison of Time When Student First Gave Serious Thought About Going to College and When Decision to Enroll at Davis Was Actually Made	24
XIII.	Change in Interests in the Non-Formal Educational Aspects of College Life	25
XIV.	Important Reasons for Attending Davis	26
XV.	Comparison of Ratings Placed Upon Certain Personal Characteristics of the Students Enrolled in the College of Agriculture and the College of Letters and Science.	28
XVI.	Liklihood of Graduation From College	29
XVII.	Importance of Graduation From College	29

CHAPTER I

NEED FOR THE STUDY

A matter of common concern is the current low level of interest in the study of agriculture in college. Despite the numerous opportunities for graduates in agriculture and the rapidly increasing enrollments in college in general, enrollment in colleges of agriculture has not grown materially in recent years. The situation prompted a study of freshmen entering the College of Agriculture, University of California, Davis, in 1960. The study, conducted by Charles F. Templeton, Charles Y. Glock, and Gertrude J. Selznick, was completed at the Survey Research Center, University of California, Berkeley, and is known as a study of "The Social Determinants of Commitment to a College of Agriculture."[1] This study was not conceived in comprehensive terms; instead, it was motivated by an interest in seeing what might be learned simply by studying the entering freshmen at a single college of agriculture, the College of Agriculture at the University of California (Davis). A study limited to freshmen students at a single college of agriculture obviously faces more serious restrictions. It cannot test its findings among students who elect to enroll in other schools or who decide not to go to college at all. Nor can it deal with differences in the student bodies of different colleges of agriculture.

"Such a study can, however, deal with one important aspect of the enrollment problem by considering the question of what makes for commitment to a college of agriculture among those who have made the decision to enroll in one. The fact that commitment to a specifically agricultural aspect of Davis is not universal among the students allows us to examine both the factors which lead to agricultural commitment and the bearing which commitment has on future aspirations."[2]

The 1960 study report outlines what was learned about the commitment of students to the agricultural curriculum. The study also provides a picture of family backgrounds, decision to go to college, educational expectations former experience in agriculture, and post-college plans.

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1. Charles F. Templeton, Charles Y. Glock, and Gertrude J. Selznick, The Social Determinants of Commitment to a College of Agriculture, Berkeley, California. University of California, Survey Research Center. 1961.

2. Loc. cit.

Data were obtained by questionnaires administered during registration week to all entering freshmen in the College of Agriculture. Also available were College Entrance Examination Board scores and the first-semester grades of students. The sample included 196 students. Since girls enrolled in home economics differed considerably from the rest of the group, they were excluded from general analysis of the data. Thus, the actual sample of 134 included 29 male and 21 female preveterinary students, and 63 male and 21 females in agriculture.

A student's commitment to attending a college of agriculture was determined by his response to the following question: "When you were thinking about going to college did you seriously consider any kind of school or college division other than a college of agriculture?" Students who answered "no" (43) were considered to be more strongly committed to agriculture than those who answered "yes." Those who answered "no" were called "committed" students whereas the remainder were considered "uncommitted." Data were stratified by commitment, and the following inferences were derived: Students committed to the College of Agriculture tended: (1) to have decided to go an agricultural college while still in junior high school; (2) to have decided to study agriculture before deciding to enroll at Davis; (3) to have chosen Davis because of its reputation as a college of agriculture; and (4) to say they would not have attended college had they been unable to attend an agricultural college. Uncommitted students, on the other hand, are more likely: (1) to have made the decision to go to an agricultural college after completing the ninth grade; (2) to have first decided to enroll at Davis and then decided to enter the College of Agriculture; (3) to say that they are undecided about specific agricultural training; and (4) to say that they would have attended college even if they had been unable to enroll in a college of agriculture.

CHAPTER II

CHARACTERISTICS AND STATUS OF ORIGINAL SAMPLE

The study of "The Social Determinants of Commitment to a College of Agriculture" raised many questions in the minds of administration and staff members of the College of Agriculture. For example, did students "committed" to the study of agriculture perform differently from students called uncommitted? Was there a difference between the two groups in grades, dropout pattern, or change of major? Questions such as these prompted a restudy of this same group (now senior students) in the fall semester of 1963. The restudy was designed to achieve the following objectives:

1. To determine if commitment to a college of agriculture is related to such factors as continuation in agriculture, change of major in college, or scholastic record.
2. To determine the present status of students who entered the College of Agriculture as freshmen in 1960.
3. To compare students still enrolled in the College of Agriculture with those no longer in attendance.
4. To determine if there are student characteristics which are associated with change of major, scholarship, or withdrawal from college.

The questionnaire used in the original study was slightly modified and readministered in the fall semester of 1963 to students from the original study who were still enrolled at Davis. Usable returns were obtained from 102 students (54 males, 48 females), or 85 percent of the 120 still at Davis (64 males, 56 females). The return was 90.3 percent from the 93 students still in agriculture, and 66.6 percent from those who had transferred from agriculture to other colleges or schools. A separate questionnaire was sent to the 72 students (26 males, 46 females) of the original group who had withdrawn from Davis. Usable returns were received from 45 (12 males, 33 females), or 62.5 percent of this group. Thus in all, 147 (76 percent) of the original group participated in the restudy. Instruments used in the restudy were developed in cooperation with Dr. Charles Y. Glock, Director, Survey Research Center, Berkeley. His contribution is sincerely appreciated.

A copy of each of the instruments used appears in the appendix of this report. Selected data are reported in the text.

A. COMMITTED VS. UNCOMMITTED STUDENTS

Of the 196 students who enrolled in agriculture in 1960, three withdrew before the end of their first semester, and one died; thus the restudy sample is 192. Current status of original sample appears in Table I.

TABLE I

PRESENT STATUS OF 196*STUDENTS IN ORIGINAL STUDY IN 1960

Classification	Commitment to Agriculture				Total	
	Committed		Not Committed			
	No.	%	No.	%	No.	%
Male						
At Davis in Agriculture	22	68.8	34	58.6	56	62.2
At Davis non Agriculture	1	3.1	7	12.1	8	8.9
Withdrew	9	28.1	17	29.3	26	28.9
Total	32		58		90	
Female						
At Davis in Agriculture	16	55.2	21	28.8	37	36.2
At Davis non Agriculture	2	6.9	17	23.3	19	18.6
Withdrew	11	37.9	35	47.9	46	45.1
Total	29		73		102	
Total						
At Davis in Agriculture	38	62.3	55	42.0	93	48.4
At Davis non Agriculture	3	4.9	24	18.3	27	14.1
Withdrew	20	32.8	52	39.7	72	37.5
Total	61		131		192	

*The total is only 192 because data were incomplete for three, and one student died.

Note that a much higher proportion of men than women have remained in college. Over 71 percent of the men and 55 percent of the women were still at Davis. The men were less likely to transfer from the College of Agriculture than were the women. In fact, the proporation of women transferring to the College of Letters and Science was double that of the men. Over half of the group originally enrolled in the College of Agriculture had elected another college or school or had withdrawn by the beginning of their senior year. About three in eight of the sample had left the Davis campus before the beginning of their seventh semester. The reasons for this, and a description of this group are presented later.

Commitment to a college of agriculture (described as a relatively strong desire to pursue an agricultural interest) is validated at least partially by the

data in Table I. Note that, of the 32 males identified as committed when freshmen, 69 percent have started their seventh semester in agriculture, and only one male changed to the College of Letters and Science. Of the 58 uncommitted males, 59 percent are still studying in the College of Agriculture at Davis; 12 percent (7) have transferred to the College of Letters and Science. The contrast is even more dramatic for the females. Fifty-five percent of the committed women are still in the College of Agriculture, compared with only 29 percent of the uncommitted group. When the men and women are considered together, commitment is perhaps a good indicator whether a student will change to another college at that campus. Only 5 percent (3) of the committed students changed to the College of Letters and Science at Davis, whereas 18 percent (24) of the uncommitted changed. The proportion of withdrawals was higher for the uncommitted students than for the committed. However, this difference is primarily among the uncommitted women, 50 percent of whom withdrew. Cooperation in the restudy was better for the committed students still on campus, 92. 4 percent of whom completed the forms; the rate for the uncommitted students was 82. 3 percent. The original study observed, and the restudy confirms, that women majoring in home economics differ greatly from women enrolled in the College of Agriculture. The women in home economics, though excluded from the original report, are included in this report where appropriate.

B. ACADEMIC ACHIEVEMENT

A topic of continual interest is the comparison of mental ability and the grades of students in the different schools and colleges of a university. To obtain a basis for comparison, the academic ability and achievement scores of all the 1960 freshmen in the three colleges at Davis were summarized. The findings appear in Table II and III. As shown in Table II, men enrolled in agriculture scored higher in mathematical ability and lower in verbal ability as measured by the Scholastic Aptitude Test than the over-all campus group, but they were lower in both mathematical and verbal ability than men in the Colleges of Engineering and of Letters and Science. Women in agriculture were surpassed only by engineers in mathematical ability, and they scored highest in verbal ability. Home economics majors ranked close to women in letters and science in both mathematical and verbal ability. Men who enrolled in 1960 and who are still in agriculture are about average in mathematical ability but somewhat below average in verbal ability.

TABLE II

GRADES AND COLLEGE APTITUDE SCORES OF STUDENTS WHO ENROLLED IN 1960 AND ARE STILL AT DAVIS FALL 1963*

Classification	Grade Point Average					Aptitude Test Scores				
							Verbal		Math	
	N	High School	N	One Semes.	Six Semes.	N	Mean	S. D.	Mean	S. D.
Agriculture										
Male	90	3. 31	95	2. 33	2. 56	64	490	88	545	104
Female	20	3. 54	20	2. 31	2. 56	14	539	95	591	68
Total	110	3. 34	115	2. 33	2. 56	78	499	91	553	100
Home Economics	43	3. 53	44	2. 37	2. 52	29	503	55	512	60
Engineering	48	3. 48	49	2. 61	2. 57	37	516	92	600	68
Letters & Science										
Male	98	3. 38	101	2. 53	2. 60	73	532	78	563	82
Female	167	3. 48	167	2. 42	2. 86	124	526	81	507	85
Total	265	3. 43	268	2. 46	2. 76	197	528	80	527	88
Grand Total										
Male	236	3. 39	245	2. 47	2. 58	174	513	87	564	91
Female	230	3. 49	231	2. 40	2. 77	167	523	79	511	83
Total	466	3. 44	476	2. 44	2. 67	341	519	78	542	86

*Source--Records Registrar's Office and Counseling Center.

High school grades in college-preparatory courses substantiate the generalization that girls earn better grades than boys. As college students, however, boys in agriculture do as well as girls during the first six semesters. At the end of six semesters, however, grade-point averages differ little among all students except girls in letters and science, who surpass the others by about three-tenths of a grade point.

When the grades of students in the restudy are considered, some interesting relationships are noted. As shown in Table III students who remained in agriculture, regardless of commitment, made higher grades than those who transferred or withdrew. The uncommitted students, both men and women, made better grades than the committed students. Students who withdrew from Davis had the lowest grade-point average in each of the table classifications, indicating that low grades are perhaps one of the major reasons for leaving Davis. The mean grade-point average of 2. 53 for men and 2. 54 for women in the restudy group is very close to the grade-point

average of 2. 58 for all men (236) who enrolled at the University of California, Davis, in 1960.

TABLE III

COMPARISON OF GRADES AND APTITUDE SCORES OF ORIGINAL SAMPLE AND THE GROUP WHO ARE STILL ENROLLED AT THE UNIVERSITY OF CALIFORNIA, DAVIS

Classification	No.	Grades at Davis	Scholastic Aptitude Test			
			Verbal		Mathematical	
		Average	Mean	S. D. **	Mean*	S. D. **
Males Committed						
In Agriculture--Davis	20	2. 48	491. 9	101. 4	547. 5	93. 4
At Davis Non Agriculture	1	2. 28	529. 0		476. 0	
Withdrew	9	2. 07	478. 1	84. 3	523. 8	113. 9
Males Uncommitted						
In Agriculture--Davis	34	2. 58	507. 6	76. 9	563. 6	82. 5
At Davis Non Agriculture	7	2. 48	545. 7	28. 3	572. 4	46. 7
Withdrew	17	1. 98	482. 4	70. 4	545. 0	93. 0
Women Committed						
In Agriculture--Davis	16	2. 44	518. 2	96. 1	506. 6	73. 3
At Davis Non Agriculture	2	2. 26	521. 0		467. 0	
Withdrew	11	2. 12	485. 3	70. 7	458. 4	63. 8
Women Uncommitted						
In Agriculture--Davis	21	2. 65	524. 2	77. 7	526. 2	81. 4
At Davis Non Agriculture	17	2. 52	553. 2	76. 2	544. 6	76. 8
Withdrew	35	2. 38	497. 4	60. 6	511. 0	76. 6
Total Male***	62	2. 53	507. 2	82. 1	557. 7	82. 5
Total Women***	56	2. 54	531. 3	81. 4	524. 1	78. 2
Total for Committed***	39	2. 45	504. 3	94. 9	524. 7	86. 1
Total for Uncommitted***	79	2. 58	525. 2	75. 2	550. 1	78. 9
Total for Agriculture***	91	2. 55	509. 8	85. 8	541. 2	84. 6
Total for Non Agriculture ***	27	2. 48	548. 3	62. 1	543. 5	73. 3

* National average for entering college freshmen is 500
** Standard Deviation for entering college freshmen is 100
*** Includes only those still at Davis (64 men and 56 women)

The range in verbal ability for committed male students still enrolled in agriculture is quite broad: a mean of 491. 9 and a standard deviation of 101. 4. The mean verbal scores for both men and women now in agriculture are lower than the scores for those who transferred to other colleges at Davis; also the mean scores for both verbal and mathematical aptitude of men and women committed to agriculture are considerably lower than scores for the uncommitted students. Men scored lower on verbal and higher on mathematical ability

than did the women. Students who withdrew from Davis had mean verbal scores which were below the national norm of 500. Low verbal ability plus low grades appear to be associated with leaving Davis.

C. ACADEMIC PLANS

The agricultural students changed their academic status considerably since their enrollment as freshmen in 1960. The changes were within the College of Agriculture, between colleges on the campus, and in withdrawals from the institution. By the beginning of their senior year, only 48 of the 191 (25 percent) were still in their original college and major. Twenty-six had transferred from the College of Agriculture to the College of Letters and Science, while the remaining 45 still at Davis had changed their majors in agriculture at least once. Seventy-two had withdrawn from Davis, and, of these, 24 had changed their majors before leaving the campus.

TABLE IV

CHANGES OF STATUS OF STUDENTS IN ORIGINAL STUDY

Major	Original Group	Current Status				
		Original Major	College of Ag. New Majors	Changed College	Withdrew	
					No.	%*
Agriculture						
Males	59	22	14	4	19	32.2
Females	20	4	4	4	8	40.0
Pre-Veterinary						
Males	30	3	17	3	7	23.3
Females	18	1	0	11	6	33.3
Home Economics						
Females	64	18	10	4	32	50.0
Total	191	48	45	26	72	37.7

*Percent of original group.

Analysis of the change in major or college (Table IV) shows that males are more likely to continue in agriculture than are females. For example, of the 20 women who enrolled in agriculture, only 8 (40 percent) are still in agriculture; the others had either changed colleges or withdrawn. Over 60 percent of the men who originally enrolled in agriculture remain in agriculture. Of these, about two-thirds are still in their original majors. An even more dramatic example is that of the 18 women who initially enrolled in

preveterinary medicine: only one continued in this major. Of the 17 no longer majoring in preveterinary medicine, 11 transferred to the College of Letters and Science and the rest withdrew. The home economics major was also low in holding power. One-half of the group who started in this major are no longer at Davis. Only 26 (40 percent) are still in one of the fields of home economics, and two have transferred to other majors in agriculture.

The preveterinary medicine major is generally the most attractive major for entering freshmen in the College of Agriculture. However, of the 48 students who elected this field in 1960, only 4 remained at the begining of their senior year. Nine had entered the School of Veterinary Medicine. None of the 18 women starting in this major were admitted to the veterinary school. Of the eleven men who had changed, 8 elected six different agriculture majors.

D. EDUCATIONAL LEVEL OF PARENTS

Students enrolling in the University of California, Davis, do not come from the average California home. The average income per family of Davis students is over $11,500, almost double the census figure $6,726 given for the average California family income in 1960. The fathers of Davis students tend to hold jobs which are predominantly in the upper-middle and upper socio-economic classification. The educational level of these parents is also above the average for the state.

TABLE V

EDUCATIONAL LEVEL OF FATHERS OF STUDENTS ENROLLED AT DAVIS

Highest Educational Level Attained	Total Study N=195	Restudy Group N=101	Group Davis Freshmen, 1963 Ag N=216	Group Davis Freshmen, 1963 Non Ag N=863	California Average*
1. Eighth Grade or less	8.3%	6.9%	3.2%	3.8%	28.3%
2. Some High School	10.9	8.9	5.1	5.9	20.2
3. High School	23.2	25.7	24.1	21.1	28.3
4. Some College	18.7	18.8	21.8	22.7	13.4
5. College Graduate	22.3	21.8	25.0	27.0	9.8
6. Graduate Work	16.6	17.8	20.8	19.5	

*Statistical Abstracts of the United States, 1963.

It can be inferred from the data in Table V that Davis students come from homes where emphasis has been placed upon education. The educational level attained by mothers is omitted from Table V since it is very similar to that of the fathers with one exception--only about one third as many mothers had taken graduate work. In the 1963 freshmen group, almost half of the fathers have four-year college degrees and about one-fifth have done graduate study. In contrast, only one in ten California fathers has a four-year college degree. While over 28 percent of the Californians who are over 25 years of age have only a grade school education, only a small fraction of students enrolling at Davis have parents in this category.[3] There is little difference in parental educational level between students in agriculture and those in other majors.

E. STUDENTS WHO WITHDREW

Students who withdrew were mailed a questionnaire designed to determine their present status and reason for leaving Davis and to obtain an evaluation of their experience at Davis. Usable forms were returned by 61.1 percent (44) of the group. Obtaining current addresses of dropouts is generally a difficult and time-consuming task. This study proved to be no exception. A second questionnaire was sent to those not responding to the initial contact. Former home economics majors gave the best response.

TABLE VI

INFORMATION ON STUDENTS WHO WITHDREW FROM DAVIS

Classification	Original Group No.	No Longer At Davis					
		Total		Returned Questionnaire		Dismissed--Low Scholarship	
		No.	%*	No.	%	N	%**
Agriculture							
Male	59	19	32.2	9	47.3	6	31.6
Female	20	8	40.0	5	62.5	2	25.0
Preveterinary							
Male	30	7	23.3	3	42.8	3	42.8
Female	18	6	33.3	3	50.0	3	50.0
Home Economics	64	32	50.0	24	75.0	5	15.6
Total	191	72	37.7	44	61.1	19	26.4

*Percent of Original Group
**Percent of those no longer at Davis

[3] Statistical Abstracts of the United States, 1963.

Although the percentage of persons who cooperated in completing the questionnaire was higher for committed than for uncommitted students in the on-campus group, the reverse was true for those who had withdrawn. Of the 20 committed students who withdrew, only six (30 percent) returned the follow-up survey form, compared with a 73 percent return for the 52 uncommitted students who had left the campus. A 75 percent response was received from former home economics majors who had left Davis. Overall returns were 70 percent for women, compared to less than 50 percent for men.

Briefly, the characteristics of the students who had withdrawn from Davis are as follows:

1. Slightly less than one-third (29 percent) of the males in the original group and some less than half (45 percent) of the females are no longer enrolled at Davis. Seventy-two (37. 7 percent) of the entire group are no longer enrolled at Davis.
2. Students committed to the study of agriculture (33 percent) are less likely to withdraw than uncommitted students (40 percent). The group with the highest withdrawal rate was uncommitted females (48 percent).
3. Students who withdrew had lower grade-point averages. Also, the average score on the verbal and the mathematics sections of the Scholastic Aptitude Test was generally lower for those who withdrew than for those who are still enrolled at Davis.
4. Home economics majors had the highest withdrawal rate (50 percent). Next was agriculture, with 34 percent. The best retention record was made by preveterinary majors, 73 percent of whom are still enrolled at Davis.

The low grade-point average for dropouts suggests that many who left college were actually dismissed because of low grades. This inference is only partially borne out in fact. In the home economics group, only 5 of the 24 who left were dismissed for poor scholarship. Actually, only about one-fourth of all the students who withdrew were dismissed for poor scholarship.

One reason why the actual withdrawal for scholastic reasons appears lower than the usual figure quoted for academic failure is that many of the students were readmitted on probation. In this sample, in fact, 14 were dismissed and readmitted. Five were readmitted more than once.

Once a student has completed several semesters he usually can be

expected to overcome scholastic problems. With this group of students this was not the case. The number of dismissals was greatest at the end of the second semester, when 13 students (6 men, 7 women) failed to achieve the minimum grade-point average. There were three dismissals at the end of the third semester, seven during the fourth semester, three in the fifth semester, and an increase to nine (7 men, 2 women) at the end of the junior year.

There are many and varied reasons why students discontinue their education at a particular institution. Far too often the conclusion is that a student has terminated his higher education when he fails to return to the college he entered as a freshman. Eleven of the students who did not return to Davis stated that their major reason for leaving was that the program they desired was not available at Davis. Another twelve said they felt the program of studies at another institution fitted their needs better. Marriage and children interrupted the plans of ten students. Low grades received, or a fear of low grades, was a contributing factor for fifteen of the withdrawals. Some gave a combination of reasons for leaving Davis.

A look at the current status of this group of 45 gives further evidence that withdrawal from Davis did not mean termination of formal education. Thirty-three of the group had enrolled at other institutions of higher education. Nine had chosen a state college, eight were at other campuses of the University of California, and the remaining sixteen were in private colleges or junior colleges. Ten of those in college were continuing in agriculture, and fifteen had changed to letters and science. Seven of the twelve not in school when they received the survey form in September indicated they planned to re-enroll in college at a later date, so, possibly, 40 of the 45 respondents may eventually earn college degrees.

Less than half of those who left Davis held full-time employment. Six had been employed as laborers, and the remaining 15 had been employed as low white collar workers. One-third of the group was married.

What would have prevented these students from leaving Davis? Answers to this question mirrored the reasons for leaving Davis. Only two mentioned that receiving additional financial support would have enabled them to remain at Davis.

In brief, at least for the 45 of the 72 who responded, termination of school at Davis did not mean the end of higher education. None of these

appeared to be particularly bitter about their experience at Davis. Some were dissatisfied with their academic advisors. How much this contributed to low scholarship or disappointment with their majors is an unanswered question. The students felt that there was nothing the university could do that would have kept them at Davis.

CHAPTER III

THREE YEARS LATER--A COMPARISON OF FINDINGS

The social science researcher and the person using research results are always confronted with the question of the reliability of responses to a survey. Did the respondent interpret the question in the manner intended by the researcher? Did the respondent record his real feelings about the question, or did he give an untrue response for some reason? Pretesting the instrument and having qualified reviewers study each question helps prevent some of these distorting elements.

Another check on the reliability of the instrument used in this study was made possible by the opportunity to readminister many of the same items to the same group three years later. The correlation between the first responses and the restudy responses was very high on certain items. Correlation coefficients between original and restudy scores were as high as .99, with most coefficients above .90. In items calling for factual information which shouldn't change over the three-year period the high correlation shows that the students were consistent in their responses. It is reasonable to infer, then, that the students had interpreted the questions the same on the second occasion as on the first. It is doubtful if many students could recall individual items from the administration, for few of the students even remembered encountering the questionnaire in the original study. This is understandable, since it had been administered during orientation week, when several other tests were given. The high correlations between item responses in the original study and the restudy for questions dealing with feelings and opinions undoubtedly means that students felt the same or nearly the same about these as they had three years previously, indicating relatively stable feelings.

The following data compare the responses of the 102 students in residence at Davis who completed the restudy questionnaire with their responses to the original questionnaire items. The restudy instrument contained most of the items in the original, plus a few new items added to obtain the reactions of students to their experience at Davis.

A. PERSONAL LIFE OF STUDENTS

Does enrollment at a certain school become a family tradition? The data show that this might be happening at Davis. Originally, six students had brothers, and four had sisters, enrolled at this institution. Three years later,

12 had brothers and 9 had sisters in residence. Eleven of the twelve who had brothers here were men enrolled in agriculture. Of the nine with sisters here, four were men. All but one of these nine were enrolled in agriculture. These data suggest that males may be more influential in bringing siblings to this institution than are women.

Freshmen are not expected to give more than a reasonable estimate of the income sources for their college education. Anticipation of possible income from scholarships, part-time work, or summer employment is difficult. Yet the original estimates of the students in the study proved to be quite accurate. Students did, however, tend to overestimate the amount they would receive from their parents and underestimate their income from part-time employment. For example, 42 indicated they didn't expect to work while in college. Actually, by the third year all but 24 had been employed part time. Seven indicated they had made all or nearly all their expenses by working part time, although none originally believed that they could or would earn that much by working. Only nine reported no income from summer jobs. Thus, over 90 percent of this group of seniors in agriculture earned at least part of the money they spent in college. As might be expected, a higher proportion of men than women worked part time or had summer jobs, and more women than men received all or nearly all of their college expense money from their parents. Income from scholarships was practically identical for the men and women students.

Family income, though not a conclusive measure of socio-economic level of the family, does show some interesting information about the family. Since students reported family income not by actual figures but by indicating income category, precise averages are not available. However, mean income estimates were possible. Interestingly enough, estimated average incomes rose from $9,850 in the original study to $11,600 in the restudy. The increase seems reasonable because of inflation and the passage of time. These figures compare favorably with an estimated mean income of $12,336 for the parents of freshman men enrolling in agriculture at Davis in the fall semester of 1963.[4] The latter figure does not include women in home economics enrolled in the College of Agriculture. Their parents had an average income of $11,379, some less than for the other freshmen in agriculture. The estimated mean income for all students enrolling as freshmen at the University

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[4] Unpublished data: Study by Mary C. Regan, University of California, Davis 1963.

of California, Davis, fall semester 1963, was $11,974. All the above-quoted mean incomes are considerably above the state average ($6,726) in the 1960 census. Thus, Davis appears to attract students from the more affluent families.

A look at political affiliations adds more information about the sample. A general trend over the three years has been toward conservatism in political affiliations. The percentage who consider themselves Democrats (21 percent) didn't change, yet the number of Conservative Democrats increased from three to eight percent, with a corresponding decrease in Liberal Democrats. The Republicans, who accounted for 46 percent of the original group, increased to 50 percent of the same group three years later. The conservative group of Republicans increased from 14 to 24 percent of the total. The slight decrease of 5 percent in the independents was offset by the increased number of conservatives. The study of 1963 freshmen in agriculture at Davis shows that 29 percent indicated their parents were Democrats and 49 percent said their parents were Republicans.[5] Since children tend to accept the political affiliations of their parents, there is no great difference in the politics of the restudy sample and the entering freshmen this year. Likewise there was little difference in the political preference of majors in agriculture and the other freshmen at Davis in 1963.

Over half (56 percent) of the voters in California are registered Democrats, compared with 41 percent registered Republicans.[6] Quite obviously, neither the student population in the restudy nor the freshmen group in 1963 are representative of the prevailing political situation in California.

How the students feel about religion adds another dimension to knowledge of them as individuals. These data, while limited to religious preference and frequency of attendance at religious services, do suggest changes in the student's attitude toward religion during a three-year period of college life. Changes in religious preference occurred primarily in the Protestant group, where 70 originally stated a Protestant preference. Three years later 58 of this group professed to be Protestant. Those who no longer, considered themselves Protestants gave no religious preference. The other religious groups remained relatively constant.

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[5] Loc. cit.

[6] Source: Registered Voters, California, 1963; unpublished State report by Secretary of State.

Frequency of church attendance decreased during this period. The students attending church frequently (at least twice a month) decreased from 59 percent of the sample when freshmen to 37 percent as seniors. Corresponding increases were noted in the "infrequent" and "never attend" categories. Whether this is a result of change in interest and beliefs, a product of competition for time, inconvenience of worship facilities, or release from parental domination can only be inferred.

The home situation of the restudy group was normal by California standards, for one in seven came from a home which did not contain both parents. This ratio is comparable to findings by Thompson which show that one in eight high school students comes from an atypical home.[7] Nationally, one in seven families is minus a mother, father, or both.

Marriage among college students is becoming more prevalent. As freshmen, only one of the students was married, and one other was engaged. Three years later, eleven were engaged and nine married. Three of the married students had children. The twenty married or engaged-to-be-married students included ten men and ten women.

B. ACADEMIC INTERESTS

While not all students will have definite vocational goals, most have established rather well defined educational milestones for themselves. Are these goals stable or do they change during the college years? Both stability and change are evidenced in Table VII.

Certainly the original group was vocationally oriented, and the importance of this goal did not diminish during the first years in college. As shown in the restudy, the men placed more importance on preparation for a career then did the women. This goal is obviously not as important to the entering freshmen at Davis in the fall of 1963. The overall percentage of 64.6 for this 1963 freshmen group is the highest for any of the goals but is substantially lower than the 81.5 percent for the 85 freshmen men in agriculture in 1963. Entering women in agriculture rank about midway between the all-student percentage and that of men in agriculture.

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[7] O. E. Thompson, "What Is the High School Student of Today Like?"; Journal of Secondary Education, Vol. 36, No. 4; April, 1961.

TABLE VII

COMPARISON OF EDUCATIONAL GOALS* OF STUDENTS
IN ORIGINAL GROUP WITH FRESHMEN ENTERING DAVIS, 1963

Educational Goals	Original Group N=188	Restudy Group			Davis Freshmen 1963*		
		Total N=102	Male N=54	Female N=48	Total N=1092	Ag. Male N=85	Ag. Female N=57
1. Learn techniques for career	76.6%	73.5%	81.5%	64.6%	64.6%	81.2%	71.9%
2. Develop social abilities	25.0	29.4	33.3	25.0	3.6	1.2	1.8
3. Obtain general education	54.3	76.5	72.2	81.3	44.2	40.0	40.3
4. Obtain knowledge and interest in community and world affairs	10.6	9.8	1.9	18.8	13.1	14.1	15.8
5. Develop moral capacities, ethical standards and values	14.9	3.9	3.7	4.2	23.2	21.2	22.8
6. Prepare for a happy marriage	16.5	6.9	7.4	6.3	15.9	10.6	10.5
7. Develop ability to meet different kinds of people	---	---	---	---	34.3	25.9	29.8

*Source - Unpublished data - Study by Dr. Mary C. Regan, Davis, California, University of California.

The single educational goal with the most significant change is general education. Both the original group and current Davis freshmen place only a moderate degree of importance upon obtaining a general education, but as seniors the restudy group rated a general education much higher. This suggests that interest in general education may be related to such things as maturity and experience in higher education. The senior men in agriculture showed a surprisingly low interest in community and world affairs. Likewise, all participants in the restudy group gave less importance to the development of moral capacity, ethical standards, and values. The reduction in importance of preparation for marriage may be accounted for by the eight who married

during the three intervening years. While there is a change in the degree of importance which the students in the study placed upon certain educational goals over a three-year period, several goals remained relatively constant. There is general agreement in educational goals between the 1963 freshmen in agriculture and the total Davis freshmen group, with the exception cited.

TABLE VIII

CHANGE IN IMPORTANCE OF OCCUPATIONAL VALUES DURING COLLEGE

	Percent - Very Important	
	Original Group	Restudy Group
1. Creativity and originality	43.6%	60 %
2. Stable and secure future	65.7	57.6
3. Opportunity to help others	51.9	54.0
4. Opportunity to use special talents	79.4	84.0
5. Chance to earn high salary	14.9	24.0
6. Be own boss	39.2	45.0
7. Obtain position of prestige	36.3	30.3
8. Association with friendly people	60.4	56.0

A means used to identify occupational values is to ask a student to rate the importance of certain job characteristics in the selection of a vocation. Students in the original study placed high emphasis upon obtaining a job where they could use special talents, abilities, and aptitudes, and where there was a stable and secure future. The portion who took part in the restudy also ranked these two values as highest in importance. In general there was no dramatic change in the relative importance placed upon occupational values, but the opportunity to be creative and show originality replaced security for second place in importance. Among the seniors the opportunity to use special talents and abilities was first by far, followed by four values ranked equally in importance: opportunity to show creativity, to be secure, to work in a friendly environment, and to help other people.

In most instances the assessment of these values by the restudy group

was about the same for men and women, for agriculture and nonagriculture majors, and for committed and uncommitted students. In certain instances, however, differences did occur. For example, 69 percent of the women (compared to 31 percent of the men) rated opportunity to help others as very important. Conversely, 32 percent more men than women indicated that receiving a high salary was very important. Also, opportunity to be one's own boss was far more important to men than to women, to agriculture majors than to nonagriculture majors, and to committed than to uncommitted students. Desire to be one's own boss could well be a basic characteristic of men who are committed to studying agriculture. The least important occupational value in both studies was the opportunity to earn a great deal of money, though its importance did increase during the three-year period. As the time of employment approaches, high earnings may continue to become more important.

At the time of the original study, 40 students indicated that they had no idea what salary they expected to be earning five years after college graduation. Three years later, only 18 could not give an estimate. Also, the mean of the expected salary five years after college increased substantially.

The Davis student's self image was assessed by asking each student to rate himself on seventeen items covering a wide range of interests and abilities. The items ranged from ability to work with hands to an interest in serious literature. The student rated himself on a seven-point scale ranging from far below average to far above average. The proportions of students who rated themselves above average are recorded in Table IX. Responses are shown for the entire original sample of 192, plus two scores for the 102 who cooperated in the restudy (including their responses as freshmen and their responses three years later, as seniors). A comparison of the percentages in column one with those in column two gives a picture of the ninety who had either withdrawn from Davis or did not cooperate in the restudy. Small differences in students' assessments of their abilities and interests occur. The most obvious is that the restudy group had less interest in making a high income. The original study showed that, in general, the respondents rated themselves well above the average of their peers. Their ratings of themselves when restudied show a general downward trend on all but four items. Possible causes for this might be that the level of their reference group had increased in general interest and abilities or that they had become more realistic about their own abilities. The restudy group's

continued high interest and ability to cope with practical problems and readiness to assume responsibility are perhaps characteristic of students interested in agriculture, an area of work providing opportunities to assume responsibility and solve practical problems. Here again, interest in money doesn't receive a very high priority.

TABLE IX

COMPARISON OF SELF-RATINGS ON CERTAIN INTERESTS AND ABILITIES

Interests and Abilities	Proportion Saying They Were More Able Or Interested than Average College Student		
	Original Group N=192	Restudy Group	
		Original N=102	Restudy N=102
1. Interest in Science	85%	75%	65%
2. Readiness to Assume Responsibility	82	77	75
3. Ability to Cope with Practical Problems	81	82	82
4. Ability to Handle Animals	79	72	59
5. Ability to Organize and Plan	70	70	74
6. Ability to Get Along with People	70	70	66
7. Desire to Help Other People	69	75	69
8. Interest in Politics and World Affairs	63	56	33
9. Interest in Sports	60	51	34
10. Interest in Reading Serious Literature	60	55	35
11. Ability to Cope with Abstract Theories	60	56	39
12. Ability to Work with Hands	55	57	69
13. Interest in Classical Music	54	55	51
14. Concern with Community Problems	44	43	30
15. Interest in Making a High Income	44	32	31
16. Interest in Machinery	43	36	38
17. Interest in Popular Music	40	41	43

C. SOCIAL FACTORS

One of the most commonly used indices of socio-economic level of the family is the occupation of the father. Students were asked to record what their fathers did for a living. Responses were then classified into occupational groups (Table X) and into fields of work (Table XI). These tables also contain the occupational choices of the students, categorized into occupational groupings and fields of work.

TABLE X

COMPARISON OF FATHERS' OCCUPATIONS AND OCCUPATIONAL PLANS OF STUDENTS IN THE RESTUDY GROUP

Occupational Group*	Fathers' Occupations			Student Choice		
	Total N=102	Male N=54	Female N=48	Total N=90	Male N=47	Female N=43
1. Manual: semi & unskilled	6.9%	7.4%	6.4%	0%	0%	0%
2. Manual: skilled	2.0	1.9	2.1	0	0	0
3. Lower white collar	5.9	3.7	8.5	5.6	2.1	9.3
4. Upper white collar	25.5	18.5	34.0	53.3	34.0	74.4
5. Self-employed artisan	3.0	3.7	2.1	0	0	0
6. Self-employed merchant	12.7	11.1	14.9	0	0	0
7. Self-employed farmer	21.6	35.2	6.4	13.3	23.4	2.3
8. Professional: salaried	8.8	3.7	14.9	10.0	14.9	4.7
9. Professional: self-employed	9.8	11.1	8.5	16.7	23.4	9.3
10. Executive	2.9	3.7	2.1	1.1	2.1	0

*Source of Grouping - T. B. Edwards and A. B. Wilson, "A Study of Some Social and Psychological Factors Influencing Educational Achievement," Berkeley, California University of California, 1961.

As shown before by income, home situation, and parental education, the father's occupation also illustrates that Davis students do not have typical California backgrounds. Only about nine percent had fathers who worked in semiskilled and skilled trades, compared with 50 percent of the national labor force in these categories in 1961.[8] Lower white-collar workers

[8]U. S. Department of Labor, 1961.

account for one-fourth of the nation's labor force but only six percent of the restudy sample. Eleven percent of the labor force is professional workers, and 22 percent of the restudy students' fathers were professional. The Davis sample should and does contain a disproportionately large group of farmers: self-employed farmers account for only six percent of the national labor force but make up about 22 percent of the restudy sample. Most of the students whose fathers are farmers are male. Females tended to have fathers who were in the upper white-collar occupational group and the salaried professional group.

The profile of the occupational choices of students is considerably different from that of the fathers. Over half the entire group and two-thirds of the girls plan careers in the upper white-collar positions, which include occupations such as teachers, designers, dieticians, social workers, professional writers, and forest rangers. The second-most-chosen category, self-employed professionals, undoubtedly comprises students aspiring to be veterinarians. Students who chose farming were principally male. Thus, actual farming attracts only about one-fourth of those students who do college work in agriculture.

TABLE XI

COMPARISON OF GENERAL FIELDS OF FATHERS' WORK WITH THOSE SELECTED BY STUDENTS IN THE RESTUDY GROUP

Field of Work	Father's Occupation			Student Selection		
	Total N=101	Male N=54	Female N=47	Total N=90	Male N=47	Female N=43
1. Education	8.9%	7.4%	10.6%	25.6%	6.4%	46.5%
2. Research	1.9	0	4.3	13.3	10.6	16.3
3. Management	29.7	20.4	40.4	26.7	31.9	20.9
4. Production	37.6	53.7	19.1	14.4	25.5	2.3
5. Distribution	9.9	5.6	14.9	1.1	0	2.3
6. Professional	11.9	12.9	10.6	18.9	25.5	11.6

Categorizing specific occupations into fields of work gives further information on fathers' occupations and students' occupational choice. Occupations of the fathers centered in the fields of management and production. Fathers of male students were predominantly in the production aspects of business, while fathers of the females were more likely to be concerned with

management. The management field was chosen frequently by both men and women students. For women, however, the field of education was the most popular. Research ranked high as a chosen field although the fathers were not involved in research. Work in distribution held little appeal for the students, a fact confirmed by college placement officers, who report that college graduates are generally not interested in positions involving selling.

The age of decision to go to college and the time when a student elects a particular college are of concern to individuals in vocational guidance and to those developing career materials for youth. Such information usually is obtained by asking college students to recall when they had made certain decisions. Naturally, this method is open to criticism since the accuracy of recall is questionable. However, data in Table XII tend to show accuracy in recalling when college decisions were made, for responses to the original questionnaire show a high degree of consistency with responses to the restudy questionnaire. It is doubtful if this consistency could have happened by chance alone. The student apparently gave a true response originally. Students undoubtedly did not remember their original responses, for, as stated previously, few remembered even seeing the survey form in 1960.

TABLE XII

COMPARISON OF TIME WHEN STUDENT FIRST GAVE SERIOUS THOUGHT ABOUT GOING TO COLLEGE AND WHEN DECISION TO ENROLL AT DAVIS WAS ACTUALLY MADE

Time of Decision	Decided to go College		Decided to Come to Davis			
	Original Group	Restudy Group	Original Group	Re-study Group	Davis Freshmen, 1963*	
					Ag only	All others
	N=99	N=102	N=102	N=102	N=141	N=875
1. Always Planned to go to College	79.8%	81.4%	---	---	---	---
2. In Junior High School	11.1	4.9	19.6%	13.7%	30.5%	6.5%
3. During Freshmen Year in High School	4.0	6.9	12.7	11.8	7.8	3.3
4. During Sophomore year in High School	4.0	2.9	6.9	3.9	8.5	4.6
5. During Junior Year in High School	0.0	1.9	21.6	24.5	18.4	16.2
6. During Senior Year in High School	1.0	0.0	32.4	36.3	25.5	60.3
7. After Graduation from High School	0.0	1.9	6.9	9.8	9.2	8.9

*Unpublished data - Study by Mary C. Regan - Davis, California, University of California, 1963.

The decision of whether or not to go to college is undoubtedly made quite early in life, for over three-fourths of this group said they had always planned to go to college. The choice of college, however, is made a number of years later. One-fourth to one-third of the study group had decided upon Davis during the junior high school years. The next-most-common time of decision was during or following the senior year in high school. The study of the 1963 Davis freshmen dramatically illustrates the difference in time of decision to come to Davis. Only 9.8 percent of the 875 nonagriculture students had decided upon Davis during the junior high school years, compared with 38.3 percent for those in agriculture. Most of the nonagriculture majors (69.2 percent) said they decided on Davis after the junior year in high school, whereas only one-third of the majors in agriculture had not made their decision by this time. Girls enrolled in agriculture other than home economics in the fall of 1963 made the decision to come to Davis even earlier than did the entire group in agriculture. Over 45 percent of these 57 girls indicated that they had decided upon coming to Davis while in junior high school. Thirty-one of these girls were majors in preveterinary medicine. Since Davis is the only place in California where this program of study is available, choice of this field may have prompted the early decision.

In addition to a formal education, a conspicuous offering of college is the opportunity for students to participate in recreational, social, and cultural activities.

TABLE XIII

CHANGE IN INTERESTS IN THE
NON-FORMAL EDUCATIONAL ASPECTS OF COLLEGE LIFE

Interests and Opportunities	Original Group N=102	Restudy Group N=102
1. An Interest in College Athletics	12.7%	22.5%
2. Chance to be On My Own Away From Home	57.8	54.9
3. Participate in College Social Life	28.4	50.0
4. Opportunity to decide what I Want From Life Before Marriage	44.1	65.7
5. Participate in Extra-Curricular Activities	23.5	35.3
6. Chance to Meet Prospective Husband or Wife	24.5	39.2
7. Chance to Enjoy Life Before Settling Down	17.6	30.4

Obviously, when the freshmen recorded their interest in these activities in 1960 they had to anticipate what interest they thought they would have. As is shown in Table XIII, they tended to underestimate their interests, for, in the restudy, interest increased in all categories but one. The most noticeable increases were interest in college social life, making major life decisions, and meeting a prospective wife or husband. Interest in college social life is expected to increase as it is experienced. Interestingly enough, the increase in concern for finding a marriage partner is attributed to the men. As freshmen, some 12 percent of the men and 35 percent of the women rated marriage as important. When restudied, the proportion rose to 38 percent for men and 40 percent for women.

To obtain at least some inferences why they chose Davis, the students were asked how important certain identified reasons were to their choice.

TABLE XIV

IMPORTANT REASONS FOR ATTENDING DAVIS

Reason	Original Group N=102	Restudy Group N=102	Davis Freshmen 1963	
			Ag N=217	Non-Ag N=875
1. Low Tuition	28.4%	20.6%	15.2%	18.7%
2. Academic Reputation of Davis	73.5	71.6	73.7	63.4
3. Family Tradition	1.9	1.9	6.5	4.6
4. Size of the College	55.9	48.0	43.8	67.3
5. Low Living Expense	23.5	16.7	15.7	18.7
6. Have Friends at Davis	8.8	6.9	3.7	8.1
7. Chance to Live Away from Home	13.7	14.7	17.5	23.8
8. The Courses Offered	88.2	85.3	85.7	43.8
9. Nearness to Home	14.7	4.9	10.1	20.2

Table XIV shows the reactions of the 102 students in both the original and restudy groups as well as of two groups of Davis 1963 freshmen. All groups considered the same three reasons to be most important. The courses offered were ranked first by those enrolled in agriculture and ranked only third by nonagriculture freshmen in 1963. The reputation of the University of California, Davis, was ranked second by both 1963 nonagriculture and agriculture freshmen. Size of college, while somewhat important to all, was most

important to the nonagriculture group. For the student interested in agriculture, the greatest drawing power of Davis is the curriculum offered. Students in agriculture are undoubtedly more occupationally oriented than students in the other colleges. That Davis is a campus of the University of California looms most important to the nonagriculture student. The long history of research at the College of Agriculture and its national reputation are recognized by students. The colleges of Letters and Science and Engineering are relatively new and have not had an opportunity to develop a broadly recognized reputation.

Another major difference between students who elect agriculture and those who enroll in the College of Letters and Science at Davis is the perception that students in agriculture have of the difference between agriculture students and those in the College of Letters and Science. Table XV compares these differences as students perceived them in 1960 and in 1963. What they expected these differences would be were surprisingly similar to what they actually found in three years of college experience. Interestingly enough, the agriculture students recognized themselves to be more task-centered than other students when enrolling, and confirmed this in the retest. Lack of interest in classical music and literature by agriculture students proved even stronger than they had anticipated. The 21 in the original study who said interest in music and literature was more true of agriculture students than for the others had all changed their minds three years later. The agriculture student in general didn't prove to be quite as liberal or tolerant as anticipated. The students in agriculture obviously think students in letters and science are more interested than they are in getting high grades, hearing classical music, reading good literature, studying national and world affairs, and having a good time in college. It would be of real interest to know how the students in the College of Letters and Science would compare themselves with students in agriculture in these characteristics.

D. FUTURE PLANS

Graduation was undoubtedly prominent in the plans of the seniors in the restudy group. Table XVI shows how the seniors' confidence in graduation compared with that of the 1963 entering freshmen in agriculture.

TABLE XV

COMPARISON OF RATINGS PLACED UPON CERTAIN PERSONAL CHARACTERISTICS OF THE STUDENTS ENROLLED IN THE COLLEGE OF AGRICULTURE AND THE COLLEGE OF LETTERS AND SCIENCE

Personal Characteristics	More True of Students Enrolled In							
	College of Agriculture		College of Letters & Science		No Difference		Can't Say	
	Original N=102	Restudy N=102	Original N=102	Restudy N=102	Original N 102	Restudy N=102	Original N=102	Restudy N=102
1. Know What They Want in Life	57%	66%	1%	1%	19%	21%	23%	13%
2. Friendly and Helpful	39	42	1	3	51	52	9	3
3. Tolerant to People of Different Heritage	33	26	6	12	38	41	22	21
4. Interest in Classical Music and Literature	21	--	40	64	24	25	15	10
5. Willingness to Accept New & Unusual Ideas	19	9	9	20	55	53	17	18
6. Seriously Concerned With State & World Affairs	7	2	29	39	50	45	14	14
7. Interest in High Grades	3	4	42	28	39	56	16	12
8. Interest in Good Time in College	3	3	18	25	55	64	23	7
9. Interest in Making Much Money	1	5	31	34	33	43	34	20

TABLE XVI

LIKELIHOOD OF GRADUATION FROM COLLEGE

Likelihood of Graduation	Study Group			Davis Freshmen, 1963		
	Total	Original	Restudy	Agriculture	Home Econ	All Others
	N=195	N=101	N=100	N=138	N=74	N=868
Extremely Likely	56.4%	60.4%	86.0%	25.4%	29.7%	32.8%
Quite Likely	31.3	30.7	10.1	55.1	51.4	40.9
Fairly Likely	11.3	7.9	4.0	17.4	12.2	20.4
Not Likely	---	1.0	---	2.2	6.8	5.9

The percentage of the original study group (n=195) who felt it was extremely likely they would graduate differs from the proportion of the 1963 entering freshmen who felt the same. It remains unanswered why there is such a drop in the proportion who feel graduation is extremely likely.

The importance of college graduation is being emphasized much more in our society today than ever before. Certainly, the number of students who feel that graduation is extremely important is larger than those who feel it is extremely likely they will graduate (see Tables XVI and XVII).

TABLE XVII

IMPORTANCE OF GRADUATION FROM COLLEGE

Degree of Importance	Study Group		Davis Freshmen, 1963		
	Original	Restudy	Agriculture	Home Econ.	All Others
	N=102	N=99	N=141	N=75	N=873
Extremely Important	72.5%	78.8%	70.9%	42.7%	64.1%
Quite Important	17.6	13.1	25.5	39.9	28.1
Fairly Important	9.8	8.1	2.1	14.7	6.3
Not Important	0.0	0.0	1.4	2.7	1.5

The degree of importance differs among students in different majors. Home economics majors in the 1963 freshmen study did not think graduation was nearly as important as did agriculture majors and nonagriculture majors. Twenty-five percent of the home economics majors were either going steady or were engaged, which may be one of the reasons they thought graduation was not particularly important.

The continuation of education beyond the baccalaureate degree is becoming more common and more necessary. In the restudy group, about one-third definitely plan to do graduate work and another one-fourth feel they probably will do graduate study. Another one-fourth are quite sure they will not attempt graduate school. Again, only minor differences occur between students' plans as entering freshmen and as seniors. The group that was quite definite about graduate school plans tended to be men enrolled in and committed to the study of agriculture.

Of the 51 students who had decided where they wished to enroll in graduate school, 29 chose Davis. The group planning to stay at Davis includes about two-thirds of the men and one-third of the women who plan for advanced study. These students are enrolled in agriculture and home economics.

The study of 1963 freshmen at Davis shows that aspirations for graduate work have increased over 1960, when about 51 percent of the freshmen in agriculture planned for graduate work. This percentage increased in 1963 to about 64 percent for all in agriculture, with over 80 percent and 53 percent, respectively, for men in agriculture and for home economics majors. When the home economics group was excluded, there was little difference between men and women in agriculture in graduate-school intentions.

CHAPTER IV

EVALUATION OF EXPERIENCE AT DAVIS

A. STUDENTS STILL AT DAVIS

Student evaluation of a learning experience in which they are actively involved has recognized weaknesses. An evaluation several years after graduation would certainly be preferable, but this is seldom practical or possible. Although some student comments and criticisms of a system must be discounted, they cannot be completely ignored. These comments should be evaluated and , if found valid, should prompt investigation. In this study, students were to comment specifically on the worthwhileness of their courses, quality of instruction, general theoretical-practical emphasis of their courses, rapport with advisors, campus social life, and administration-student relations.

Students, in general, felt their courses to be very worthwhile for the most part. Of the 91 responding to the item, 71 were satisfied whereas the remainder were concerned with the actual value of some of their courses. Reaction to specific courses was not solicited, nor was this information volunteered.

Students were not as complimentary about instructors as they were about courses. A number of quite strong comments were made about instructors in general, without identification of individuals. Sixty-one (two-thirds) of those responding felt that Davis instructors were generally good; the remaining one-third were quite critical. Some commented that Davis instructors were better researchers than teachers; some condemned the use of teaching assistants. Some criticized instructors in the College of Letter and Science and some limited their criticism to instructors in agriculture. Although these are merely opinions, the expressed dissatisfaction with instructors should not be ignored and is sufficient evidence to justify administrative concern.

A comment often heard at Davis that courses are too theoretical to be of practical value is only partially borne out by this study. Over half (52 of the 95 respondents) indicated that they felt the balance between theoretical and practical was about right. One-third said their courses were, in general, too theoretical. A few qualified their statements by saying that some courses were too theoretical while other courses were too practical. Surprisingly

enough, three believed most of their courses were too practical.

Faculty advisors are the connecting link between the student and his university and as such are very important in the academic affairs of students. The study shows obvious differences among faculty members as advisors. Quite a number (50 percent) of the students responding indicated that their advisors were excellent. Another 20 percent rated their advisors as only fair. The remaining 30 percent considered their advisors as being less than satisfactory; their comments were, for example, "I couldn't communicate with my advisor," "he was seldom available," and "my advisor wasn't familiar with the requirements in my major."

Both campus social life and administration-student relations received general praise by the senior students in agriculture. A frequent comment was that social activities were available in abundance. Many also remarked that they believed that administration-student relations were far better here than in most institutions.

B. STUDENTS NO LONGER AT DAVIS

The students in the original study group who were no longer at Davis number 72. Some addresses were difficult to obtain, but 45 responses were eventually received. One student was deceased, others were in the military forces, and some had apparently moved without leaving forwarding addresses. Although the return was below expectations, the summaries do support some inferences.

In rating courses, 10 of the 45 respondents questioned the worthwhileness of some of the courses they took, almost exactly the same response given by the portion of the sample still at Davis. Sixty percent rated the instruction as good, compared with a 61 percent favorable reaction from the Davis group. The proportion of the withdrawals group who said the balance between theoretical and practical was about right was 48 percent, compared with 57 percent for those still at Davis. Assessment of rapport between advisors and students was likewise quite similar for the two groups. Each group indicated that about half of their advisors were excellent. About 30 percent of each group rated their advisors as poor, unfriendly and uncommunicative, and often unavailable. This group also had high praise for the social life and the student-administration relations at Davis. This study fails to demonstrate that the worthwhileness of courses, quality of instruction, or course emphasis contributes to leaving Davis. Rapport with advisors is on

a more personal basis. Consequently, the influence of the advisor upon withdrawal can only be inferred.

CHAPTER V

SUMMARY

The findings which follow are drawn from four studies. The original study of freshmen in agriculture in 1960 serves as a base. Restudy of those from the original group who were still at Davis in the fall of 1963 constitutes the second study. A survey of the students in the original study who were no longer at Davis in the fall of 1963 is the third study. A study by Regan of all freshmen enrolled at Davis in the fall semester of 1963 constitutes the fourth study referred to in this publication. Consequently these findings are limited to the above-mentioned groups.

1. Students committed to the study of agriculture were different from uncommitted students in the following ways:
   a. Both committed men and committed women were more likely to remain in agriculture than were the uncommitted.
   b. Committed students were less likely to transfer to the College of Letters and Science at Davis; about five percent of the committed and 18 percent of the uncommitted students transferred colleges.
   c. Withdrawals from Davis were more frequent among the uncommitted students and were proportionately higher for women.
   d. The proportion of usable questionnaires was higher for committed students than for uncommitted students.
   e. Of the 120 students still at Davis, the uncommitted had a higher verbal and mathematical ability than committed students.
   f. In the restudy group, committed students made lower grades than did uncommitted students.
2. Entering freshmen enrolling in agriculture in 1960 were lower than the national average and lower than the other freshmen in verbal ability as measured by the Scholastic Aptitude Test, and they were higher than the total group and the national norm in mathematical ability as measured by the same test.
3. Grades earned by men in agriculture and women in home economics during their first three years at Davis compared very favorably with grades earned by men in the Colleges of Engineering and Letters and Science, but they were lower than grades earned by women in letters and science.
4. The restudy group of agriculture students made a better grade-point

average than did nonagriculture majors still at Davis. However, the nonagriculture group surpassed the agriculture group in both verbal and mathematical ability.

5. Men and women in agriculture at Davis are very similar in academic achievement.

6. Withdrawals from Davis were related to ability as measured by the Scholastic Aptitude Test and to achievement as measured by grade-point average. Students who left this campus tended to have low grades and to be below the average in verbal and mathematical ability.

7. There was much mobility among majors and between colleges in this group. Only one-fourth of the original group was still in the college and the major in which they initially enrolled. The group with the least change in major was men in agriculture.

8. The students with the highest withdrawal rate were women in home economics, with 50 percent leaving.

9. Girls originally in the preveterinary major had the highest change-of-college ratio. Of eighteen in the original group, only one remained in agriculture; eleven transferred to letters and science, and six withdrew.

10. Students who were initially majors in preveterinary medicine had a lower withdrawal rate than students in agriculture or home economics.

11. The educational level of fathers of students in the study group was very similar to that of the fathers of all freshmen at Davis in 1963. Little or no difference was noted in the educational level of parents of majors in agriculture and of those in other majors.

12. Students in the study group of 1960 and those in the 1963 freshmen class came from home backgrounds atypical to California. Their family income was higher, their fathers had occupations with higher-than-average status, and their fathers were better educated than the state average. Likewise, they came predominately from families with Republican political background although the state had more registered Democrats than Republicans.

13. Withdrawal rate for the study group was below the usual figure of fifty percent often quoted for the University. Actually, only 37 percent were gone by the beginning of their senior year. Several of those who had withdrawn indicated that they intended to re-enroll at Davis.

14. Dismissal from Davis for poor scholarship was not the primary reason for withdrawal, for only one-fourth of those who left were actually dismissed. Ten percent of the original sample were dismissed because of poor scholarship.

15. Withdrawal from Davis didn't necessarily mean that a student in this study terminated his program in higher education. Thirty-three of the 45 of those who had withdrawn had enrolled in college elsewhere, and another seven planned to re-enroll in college later.

16. The most common reasons given for leaving Davis were: desired program unavailable, better preparation for major elsewhere, low grades, and/or marriage.

17. None of those who had left seemed bitter about their experience at Davis. Some, however, were dissatisfied with their academic advisors.

18. Religious preference changed, and frequency of church attendance decreased during the college years. The number who considered themselves Protestants decreased, with a corresponding increase in those professing no religious preference.

19. Students in agriculture were very vocationally oriented as freshmen, and their interest didn't decline during college. The goal of obtaining a general education was of only minor importance to freshmen, but became the most important goal for seniors.

20. The most important characteristic of an occupation to both freshmen and seniors was the opportunity to use special talents. For seniors the next-most-important feature was the opportunity to be creative and original.

21. The students aspired to occupations which were higher in the economic status than those of their parents. The interest of women centered on the upper white-collar occupations, whereas men tended more toward self-employed farmers and professional occupations.

22. Students planning to study agriculture tended to decide to enter Davis earlier in their academic lives than did nonagriculture majors. Agriculture students chose Davis because of its reputation in agriculture; others came to Davis because it is a campus of the University of California.

23. Student interest in the nonformal educational aspects of college life increased between the freshmen and senior years. Opportunity to decide what one wanted from life received the highest rating by the restudy group.

24. In general, students felt the courses at Davis were good. About one-third criticized the instructional staff; advisors were considered unsatisfactory by a like number. Those still at Davis and those no longer enrolled showed practically no difference in evaluation of courses, instructors, and advisors.

25. Students were well satisfied with the social life and the administration-student relations at Davis.

CHAPTER VI

CONCLUSIONS

The findings support the following conclusions:

1. The student in agriculture (or in fact almost any major) at Davis is not an average California high school graduate with average parents. In the first place, entrance requirements select the student from the top one-eighth of the high school graduation classes. This alone could contribute to the fact that this student is likely to be a Protestant, have Republican political affiliations, to come from a family with an average annual income of over $12,000, to have a father who works on a job in the middle or upper economic level of employment, and to have parents who themselves have graduated from college.

2. The entering student interested in agriculture to the point of being committed to this field makes a desirable student. He is not likely to change from the College of Agriculture to another college, nor is he as likely to withdraw from college as the uncommitted student.

3. Students interested in agriculture are vocationally oriented, and consequently tend to select their vocation early in life--often before entering high school. These students choose to come to Davis because of the course offerings and the reputation of the College of Agriculture.

4. Specific interests in agriculture are subject to change during college. While these students are vocationally oriented they often have defined their interests only as to broad fields of agriculture, home economics, or preveterinary medicine. Many will change their major within agriculture or home economics during the college years.

5. Low scholarship is not necessarily the major cause for withdrawal from Davis. For every student leaving because of low scholarship dismissal, three departed for other reasons.

6. The aspects of a vocation which make it appealing to college-age students aren't necessarily economic in nature. Such factors as high salary and other economic rewards are outweighed by such things as the challenge the vocation offers, how it can help make a

contribution to society, and how much interest the student has in the vocation.

7. Students are generally satisfied with their educational experience at Davis. They praised the social climate and the close student-administration relationship.

8. Students are concerned about a lack of good teaching and lack of rapport with advisors. One in three criticized these two aspects of their experiences at Davis.

CHAPTER VII

RECOMMENDATIONS

1. Materials and activities to interest students in careers in agriculture should be designed for two groups--those who are already interested in agriculture, and those in urban areas who know little about agriculture. Emphasis should be concentrated on the first group.

2. Special materials and activities to interest students in careers in agriculture should be developed to meet the needs and interest of upper grade and junior high school students.

3. When describing and illustrating vocations, the opportunities that agricultural pursuits provide for people to help others, to be creative, and to have a challenging and interesting career should be stressed.

4. Vocational guidance materials should identify and describe specific vocations in agriculture.

5. Efforts should be continued to have on the teaching staff only those professors who like to teach and who are effective teachers. Efforts should also be continued to up-grade student advisors.

6. The study of personal characteristics and interests of entering freshmen in agriculture should be continued for another year at least. A restudy of students in their senior year should be conducted periodically for purposes of measuring change.

7. Next year (fall, 1964) the study of personal characteristics and interests of students should include entering transfer students in agriculture from junior colleges and four-year colleges.

APPENDIX A

QUESTIONNAIRE GIVEN TO STUDENTS
STILL ON DAVIS CAMPUS, FALL, 1963

AG. MAJORS

UNIVERSITY OF CALIFORNIA, DAVIS
COLLEGE OF AGRICULTURE
Office of the Dean

RESTUDY OF STUDENTS WHO ENROLLED IN
THE COLLEGE OF AGRICULTURE
FALL SEMESTER, 1960

This questionnaire is being given to all Davis students who enrolled as freshmen in the College of Agriculture, Fall Semester, 1960. As a freshman you completed a similar questionnaire about your high school background. Since then some of you have transferred from the College of Agriculture to the College of Letters and Science and to the School of Veterinary Medicine. At this time we are interested in your college activities, your opinions of Davis, and your future plans.

The information which you provide will be treated in strict confidence and will be made available to the College of Agriculture only in statistical summaries; it will not be a part of your college record.

Please answer each of the questions fully. In most cases your answer requires no more than an X in the appropriate place. This is not a test. The only correct answers are those which express your own opinions, ideas, and beliefs.

Thank you very much for your time and cooperation.

9/3/63

1. Thinking of your three best friends while in high school, how many are going to college?

None	____0	(8)
One	____1	
Two	____2	
All three . .	____3	

2. In Column A below, please indicate approximately when you first seriously thought about going to college.
In Column B please indicate approximately when you definitely decided to go to college.

	A		B	
Have always planned to go to college .	____0	(9)	____0	(10)
In junior high school.	____1		____1	
During freshman year in high school .	____2		____2	
During sophomore year in high school	____3		____3	
During junior year in high school. . .	____4		____4	
During senior year in high school. . .	____5		____5	
After graduation from high school . .	____6		____6	

3. College students have different ideas about the main purposes of a college education. Some of their ideas are listed below. As you read this list, consider what educational goals are most important to you. Rank the two goals most important to you by writing a "1" next to the most important goal and a "2" next to the second most important.

Provide training and develop techniques directly applicable to your career	____0	(11-12)
Develop your ability to get along with different kinds of people.	____1	
Provide a basic general education and appreciation of ideas	____2	
Develop your knowledge and interest in community and world problems	____3	
Help develop your moral capacities, ethical standards, and values.	____4	
Prepare you for a happy marriage and family life.	____5	

4. Besides the formal education offered, other aspects of college may be important. Which of the following, if any, are important to you? (Check as many as apply.)

An interest in college athletics	0	(13)
A chance to live away from home and be on my own for a while	1	(14)
An opportunity to take part in college social life	2	(15)
A chance to decide what I want out of life before taking a job or getting married	3	(16)
A chance to participate in college extra-curricular activities	4	(17)
An opportunity to meet someone who would make a good husband or wife	5	(18)
A chance to enjoy life before settling down	6	(19)

5. Barring unforeseen accidents, how likely do you think it is that you will graduate from college?

Extremely likely	0	(20)
Quite likely	1	
Fairly likely	2	
Not likely	3	

6. How important is it to you to graduate from college?

Extremely important	0	(21)
Quite important	1	
Fairly important	2	
Not important	3	

7. Generally, how does your father feel about your going to college? Your mother? (Check one.)

	Father		Mother	
Strongly favors	0	(22)	0	(23)
Mildly favors	1		1	
Neither favors nor opposes	2		2	
Mildly opposes	3		3	
Strongly opposes	4		4	
Deceased	5		5	

8. Have any of your brothers gone to college?

Yes, to Davis.	____0	(24)
Yes, to some other campus of the University of California.	____1	
Yes, to some other college or university	____2	
No.	____3	

9. Have any of your sisters gone to college?

Yes, to Davis.	____0	(25)
Yes, to some other campus of the University of California.	____1	
Yes, to some other college or university	____2	
No.	____3	

10. Students in the College of Agriculture may differ in various ways from those who are in the College of Letters and Science. For each of the statements below, please indicate whether you think it is more true of students in the College of Agriculture or more true of those in the College of Letters and Science.

	More true of students enrolled in: College of Agriculture	College of L & S	No difference	Can't say	
Know what they want to do in life.	____0	____1	____2	____3	(26)
Interested in competing for high grades . . .	____0	____1	____2	____3	(27)
Interested in classical music and good literature	____0	____1	____2	____3	(28)
Friendly and helpful to other people	____0	____1	____2	____3	(29)
Willing to accept new and unusual ideas	____0	____1	____2	____3	(30)
Interested in making a lot of money.	____0	____1	____2	____3	(31)
Tolerant of people who come from a different background.	____0	____1	____2	____3	(32)
Seriously concerned about the state of the nation and of world	____0	____1	____2	____3	(33)
Interested in having a good time at college. . . .	____0	____1	____2	____3	(34)

11. Did any of the following persons <u>specifically</u> <u>recommend</u> that you attend a college of agriculture?

Father	0	(35)
Mother	1	(36)
Older brothers or sisters	2	(37)
Other relatives	3	(38)
High school teachers	4	(39)
High school counselors	5	(40)
Friends your own age	6	(41)
Other_____	7	(42)
None of these	8	(43)

12. Thinking of your three best friends in college, how many of them are in the College of Agriculture?

None	0	(44)
One	1	
Two	2	
Three	3	

13. Approximately when did you decide to come to Davis?

In or before junior high school	0	(45)
During my freshman year in high school	1	
During my sophomore year in high school	2	
During my junior year in high school	3	
During my senior year in high school	4	
After graduation from high school	5	

14. Here are some reasons why students attend a particular college. Please indicate how important each of the following reasons is to you, personally, in attending Davis.

	Very Impt	Some Impt	Not Impt	
Low tuition	0	1	2	(46)
Academic reputation of the college	0	1	2	
Family tradition	0	1	2	
Size of the college	0	1	2	
Low living expenses	0	1	2	
Have friends at Davis	0	1	2	
Chance to get away from home	0	1	2	
The subjects offered	0	1	2	
Close to home	0	1	2	

15. In terms of its general reputation as a college, would you say that Davis is better, about the same, or not as good as the following colleges in California? (Please answer for each one.)

	Davis is better	About same	Other College is better	Can't say	
Stanford	0	1	2	3	(55)
University of California, Berkeley	0	1	2	3	(56)
San Jose State College. .	0	1	2	3	(57)
Fresno State College . .	0	1	2	3	(58)
Chico State College . . .	0	1	2	3	(59)
Sacramento State College	0	1	2	3	(60)
California State Polytechnic College.	0	1	2	3	(61)

16. Have you joined a social fraternity?

Yes.	0	(47)
No	1	

17. Where did you live during the first semester? Where have you lived the longest period of time in college? (Circle one in each column.)

	First semester		Longest while in college	
In a dormitory.	0	(62)	0	(63)
In a fraternity	1		1	
In a room off campus . . .	2		2	
In a private house or apartment	3		3	
At home	4		4	
Other_____ . .	5		5	

18. With whom have you lived the longest period of time while attending Davis?

With other students	0	(64)
With wife or husband . . .	1	
With parents.	2	
With other relatives. . . .	3	
Alone.	4	
Other_____. . .	5	

19. Which, if any, of the following events have you worked on while at Davis? (Check as many as apply.)

Picnic Day	____0	(65)
Preview Day	____1	(66)
Cal Aggie Homecoming-Pajamarino Rally	____2	(67)
Little International Livestock Show	____3	(68)
Future Farmers of America Judging Day	____4	(69)
Spring Sing	____5	(70)
El Rodeo--Cal Aggie	____6	(71)
ASUCD offices, committees	____7	(72)

20. About how much does each of the following sources contribute to the costs of your education, including living expenses?

	All or Nearly all	More than Half	About Half	Less than Half	None	
Scholarship	____0	____1	____2	____3	____4	(73)
Savings	____0	____1	____2	____3	____4	(74)
Part-time work while at college	____0	____1	____2	____3	____4	(75)
Parents	____0	____1	____2	____3	____4	(76)
Summer Jobs	____0	____1	____2	____3	____4	(77)
Other_____	____0	____1	____2	____3	____4	(78)

21. Do you plan to do graduate work after you have your Bachelor's degree?

Definitely yes	____0	(9)
Probably yes	____1	
Probably no	____2	
Definitely no	____3	
Have no idea as yet	____4	

IF YES: Where? _____ (10)
Field? _____ (11-12)

22. About how much time have you spent living or working on a farm?

None	____0	(13)
Less than a month	____1	
One to three months	____2	
Four to eleven months	____3	
One to five years	____4	
Six to ten years	____5	
Eleven years or more	____6	

23. How much have you thought about the kind of work you would like to do after you graduate from college?

A great deal	____0	(14)
A fair amount	____1	
Only a little	____2	
Not at all.	____3	

24. Listed below are a number of different jobs. Please indicate for each whether a person would be better off in it with a degree from a college of agriculture or with a degree from some other type of school or college division.

	Agriculture	Other	No Idea	
Food technologist	____0	____1	____2	(15)
Designer of farm machinery .	____0	____1	____2	(16)
Broker on a grain exchange. .	____0	____1	____2	(17)
Landscape architect.	____0	____1	____2	(18)
Pesticide manufacturer	____0	____1	____2	(19)
Dietician.	____0	____1	____2	(20)
Agricultural editor	____0	____1	____2	(21)
Irrigation engineer	____0	____1	____2	(22)
Meteorologist	____0	____1	____2	(23)
Agricultural chemist	____0	____1	____2	(24)

25. Which of the following statements comes closest to your opinion about the number of jobs that are available to graduates of an agricultural college?

There are many more jobs than graduates to fill them. . . .	____0	(25)
There are somewhat more jobs than graduates to fill them .	____1	
The number of jobs and graduates is about equal.	____2	
There are fewer jobs than graduates to fill them.	____3	

26. Approximately what proportion of the students who graduate from the College of Agriculture at Davis would you say operate or work on farms or ranches?

Less than 10%	____0	(26)
10-19%.	____1	
20-29%.	____2	
30-39%.	____3	
40-49%.	____4	
50% or more.	____5	

27. Below are some of the things about a job that may make it more or less attractive. For each, will you please indicate how important it is to you personally?

	Very Impt.	Of Some Impt.	Of Little Impt.	
Permit me to be creative and original	____0	____1	____2	(27)
Enable me to look forward to a stable and secure future	____0	____1	____2	(28)
Give me an opportunity to be helpful to others	____0	____1	____2	(29)
Provide me with an opportunity to use my special abilities and aptitudes	____0	____1	____2	(30)
Provide me with a chance to earn a good deal of money	____0	____1	____2	(31)
Give me a chance to be my own boss	____0	____1	____2	(32)
Enable me to gain a respected position in the community	____0	____1	____2	(33)
Give me an opportunity to work with friendly people.	____0	____1	____2	(34)

28. Do you think you would like to own your own farm or ranch?

Yes. . . . . ____0 (35)
No . . . . . ____1
Don't know. . . ____2

29. Realistically, do you think you ever will own your own farm or ranch?

Yes, own alone. . . . . ____0 (36)
Yes, own in partnership. . . . ____1
No . . . . . ____2
Don't know. . . . . ____3

30. Do you expect to inherit a farm or a ranch?

Yes, definitely expect to. . . . ____0 (37)
Some possibility of it . . . . . ____1
No, definitely won't . . . . . ____2

31. As far as you know, what sort of work do you think you will be doing after completing your education? Please be as specific as possible.

_____ (38-39)

_____

_____ _____

32. Realistically, what do you expect your annual income will be five years after you finish your formal education?

Less than $3,000 . . . . . ____0 (40)
$3,000--4,999 . . . . . ____1
$5,000--7,499 . . . . . ____2
$7,500--9,999 . . . . . ____3
$10,000--14,999 . . . . . ____4
Have no idea at all . . . . . ____5

33. In what kind of organization or situation would you like to work after you finish your education?

On a farm or ranch. . . . . ____0 (41)
In business . . . . . ____1
In education. . . . . ____2
In government . . . . . ____3
In industry . . . . . ____4
As a homemaker . . . . . ____5
Other_____ . . . ____6

34. In what type of community would you like to live?

A large city (100,000 population or more). . . . . ____0 (42)
A small city (25,000-100,000 population) . . . . . ____1
A medium-sized town (5,000--25,000 population). ____2
A small town (under 5,000 population). . . . . ____3
Farm or ranch . . . . . ____4

35. What is the name of your town or city?

_____(43)

36. What is your father's occupation? Be specific and detailed, indicating both what he does and the type of situation in which he works. (If retired or deceased, please indicate what his occupation was most of his life.)

_____ (44-45)

_____

37. Does (did) he work for himself or for someone else?

For himself. . . . . ____0 (46)
In partnership . . . . . ____1
For someone else . . . . . ____2

38. Are both your parents living?

Yes . . . . . ____0 (47)
No. . . . . ____1

IF YES: Are your parents divorced or separated?
Yes . . . . . ____0 (48)
No. . . . . ____1

39. Approximately what was your family's income last year?

Less than $3,000	0	(49)
$3,000--4,999	1	
$5,000--7,499	2	
$7,500--9,999	3	
$10,000--14,999	4	
$15,000 or more	5	

40. Would you say that your family is:

Upper class	0	(50)
Middle class	1	
Working class	2	

41. What is your marital status?

Single	0	(51)
Single, engaged	1	
Married	2	
Widowed, divorced, separated	3	

IF MARRIED: How many children do you have? _____ (52)

IF NOT MARRIED: At what age do you expect to get married:

22--23	0	(53)
24--25	1	
26 or older	2	
Do not expect to marry	3	

42. In national politics what do you consider yourself?

A liberal Democrat	0	(54)
A conservative Democrat	1	
A liberal Republican	2	
A conservative Republican	3	
An Independent	4	
Other _____	5	

43. How frequently do you attend religious services?

At least once a week	0	(55)
Two or three times a month	1	
Once a month	2	
Several times a year	3	
Never	4	

44. It is a matter of general knowledge that people differ in their interests and capacities. Everyone has his strong and weak points. The questions that follow are designed to enable you to make rough comparisons between your own interests and abilities and those of other people. Please indicate for each of the following how you think you stand in comparison with the other students in your college class. Please answer by placing after each phrase the number which represents one of the following standings.

1. Very far below average
2. Considerably below average
3. Somewhat below average
4. About average
5. Somewhat above average
6. Considerably above average
7. Very far above average

	Number	
Interest in politics and world affairs	____	(56)
Ability to work with your hands	____	(57)
Concern with community problems	____	(58)
Interest in sports	____	(59)
Ability to organize and plan	____	(60)
Interest in machinery	____	(61)
Interest in popular music	____	(62)
Interest in classical music	____	(63)
Ability to cope with practical problems	____	(64)
Ability to cope with abstract theories.	____	(65)
Readiness to assume responsibility.	____	(66)
Interest in reading serious literature	____	(67)
Ability to get along with other people.	____	(68)
Desire to help other people	____	(69)
Interest in making high income	____	(70)
Ability to handle animals	____	(71)
Interest in science.	____	(72)

45. What is your religious preference? (Voluntary)

Protestant _____	____0	(73)
Roman Catholic	____1	
Jewish	____2	
Other _____	____3	
None	____4	

46. Thinking specifically of the education received at Davis, would you please comment on each of the following items relative to your experiences while enrolled in the College of Agriculture.

Worthwhileness of courses.

Quality of instruction at Davis.

Emphasis in courses--too theoretical, too practical, about right?

Rapport with your advisor.

Campus social life.

Administration-student relations.

47. If you have changed your major in the field of agriculture since enrolling in 1960, please give your major reasons for this change.

48. Listed below are some of the reasons students give for changing majors in the College of Agriculture. If you changed your major, please indicate how important each of these reasons was to you when making your decision.

	Very Impt.	Fairly Impt.	Not Considered	
I found that I was not interested in the field of my original choice	____0	____1	____2	(9)
Some of the courses in the major were not to my liking	____0	____1	____2	(10)
Several of my friends encouraged me to change to my new major.	____0	____1	____2	(11)
I completed the pre-requisites for my present major	____0	____1	____2	(12)
More employment opportunities are open to graduates of my new major.	____0	____1	____2	(13)
More challenge to me in my new major .	____0	____1	____2	(14)

49. Listed below are some of the ways students decide to enroll in a college of agriculture such as Davis. Please read each one over carefully before checking the one which best describes your own decision.

I wanted to go into some specific occupation and came to a college of agriculture to get the training for it. . . . . ____0 (15)
I wanted to work in some area related to agriculture, although I didn't know exactly what, and felt a college of agriculture would provide the appropriate general training . . . . . ____1
I wasn't sure I wanted to work in agriculture or a related area, but I wanted to go to college and selected a college of agriculture because I was interested in what they taught . . . . . ____2
I wanted to go to college and felt a college of agriculture was a good place to start, even though I wasn't sure where my real interest lay . . . . . ____3

50. If for some reason you had not been able to enter the College of Agriculture, do you think you would have gone to college anyway?

Definitely would have gone to college. . . . ____0 (16)
Probably would have gone to college . . . . ____1
Probably would not have gone to college . . ____2
Definitely would not have gone to college. . ____3

51. Did you first decide to go to an agricultural college and then apply to Davis, or did you first decide to go to Davis and then select the College of Agriculture within it?

First decided to go to an agricultural college and then chose Davis	____0	(17)
First chose Davis as a college and then decided to enter its College of Agriculture	____1	

52. Have you participated in the Farm Practice Program here at Davis?

Yes, on-campus classes	____0	(18)
Yes, summer job placement . .	____1	
No	____2	

53. In order to be a successful farmer today, how important would you say it is to get college training in agriculture?

Very important	____0	(19)
Quite important	____1	
Somewhat important.	____2	
Not important	____3	
Can't say.	____4	

NON-AG MAJORS

47. Please explain why you transferred from the College of Agriculture to another college or school on campus.

48. Listed below are some of the reasons students give for transferring from the College of Agriculture to another college. Please indicate how important each of the items was to you in making your decision.

	Very Impt.	Fairly Impt.	Not Considered	
I found I was not interested in the courses in the College of Agriculture	____0	____1	____2	(9)
The curriculum in agriculture wasn't particularly academically stimulating .	____0	____1	____2	(10)
The instructors in my courses in agriculture were not interested in teaching	____0	____1	____2	(11)
My program in agriculture was too practical	____0	____1	____2	(12)
My program in agriculture was too theoretical.	____0	____1	____2	(13)
I had a misconception about the college work in agriculture	____0	____1	____2	(14)
Many of my friends were not in agriculture	____0	____1	____2	(15)
I found I wanted a liberal arts type of education.	____0	____1	____2	(16)

APPENDIX B

QUESTIONNAIRE GIVEN TO STUDENTS
NO LONGER AT DAVIS

University of California Davis Dean of the College of Agriculture

RESTUDY OF STUDENTS WHO ENROLLED IN
THE COLLEGE OF AGRICULTURE
FALL SEMESTER--1960

Name_____ Address_____

Marital Status: Single_____ Married_____ Other_____

1. Since leaving Davis have you attended any other college or professional school? Yes_____ No_____

   IF YES, please give the name of the school(s), date(s) attended, and major.

School	Date	Major
_____	_____	_____
_____	_____	_____

   IF NO, what are your future educational plans?

   _____1. Undecided regarding future plans to attend college.
   _____2. Do not plan to attend college again.
   _____3. Plan to enroll in college at _____ (name of college) in _____ (date).

2. Since leaving Davis have you held full time employment? Yes____ No____

   IF YES, please give the name(s) of your employer(s), date(s) of employment, and tell what kind of work was involved.

Employer	Date	Kind of Work
_____	_____	_____
_____	_____	_____

3. Please indicate why you decided to withdraw from college at Davis.

9/3/63

4. The following reasons are often given by students for leaving college. Please indicate which of these were major or minor reasons for your leaving Davis.

Major Reason	Minor Reason		
_____	_____	1.	Completed preprofessional requirements.
_____	_____	2.	Desired program of study not available at Davis.
_____	_____	3.	Program of study at other institution better fit my needs.
_____	_____	4.	Full time employment.
_____	_____	5.	Marriage.
_____	_____	6.	Illness (self or in family).
_____	_____	7.	Financial problems (self or family).
_____	_____	8.	Military service.
_____	_____	9.	Lost interest in college.
_____	_____	10.	Studies too difficult.
_____	_____	11.	Low grades.
_____	_____	12.	Family moved to another area.
_____	_____	13.	Dissatisfied with _____.
_____	_____	14.	Other _____.

5. Whatever your reason for leaving Davis, what change(s) in circumstances might have persuaded you to stay?

6. Thinking specifically of the education received at Davis, please comment on each of the following items relative to your experiences while a student at the University.

Worthwhileness of courses.

Quality of instruction at Davis.

Emphasis in courses too theoretical--too practical--about right?

Rapport with your advisor?

Campus social life.

Administration--student relations.